Illinois report cards
Advisory Committee Meeting

April 8, 2011

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Objectives for today's discussion

Progress so far

Group of key stakeholders assembled into a Steering Committee and Advisory Committee to guide the development of IL state education report cards

Advisory Committee met in February and brainstormed a set of metrics to consider

BCG brought on board and project kicked off to support development of a report card strategy and report card by October legislative session

Steering Committee met on April 4th on vision for report cards, project design and benchmarks

Focus for today

Align on vision for report cards

Discuss project design and approach

Discuss and solicit feedback on key report card inputs
- Guiding questions
- Criteria for metric selection

Review next steps

Introduction to the BCG team

Marin Gjaja *Senior Partner*	Nneka Rimmer *Partner*	Michelle Russell *Partner*	Shalini Unnikrishnan *Project Leader*	Colleen Donovan *Consultant*
• Co-founder of BCG's US public education practice • Multiple state and LEA projects– including CPS • PhD in computational neuroscience from Boston U.; BSE in Systems Eng. from Princeton U	• BCG topic expert on primary/ secondary education • Worked with multiple clients in the public sector • MBA from Kellogg, JD from Northwestern; BS in Chem Eng. from Stanford	• Deep expertise in organization and change mgmt • Experience on multiple education projects • PhD in organic chemistry from Stanford Univ.; BA in Chemistry from Univ. of St. Thomas	• Experience in public education at district and state level • Broad int'l work in social impact and public perf mgmt • MBA from Wharton School; MA in Int'l Relations from SAIS, Johns Hopkins	• Deep analytical experience across a range of industries • Experience with non-profit economic development • BA in Phil, Politics, and Economics from UPenn

Our role is to be an objective, outside partner to help guide the efforts to develop report cards and input to legislation

Note: *Team composition may evolve*

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Our view on report cards

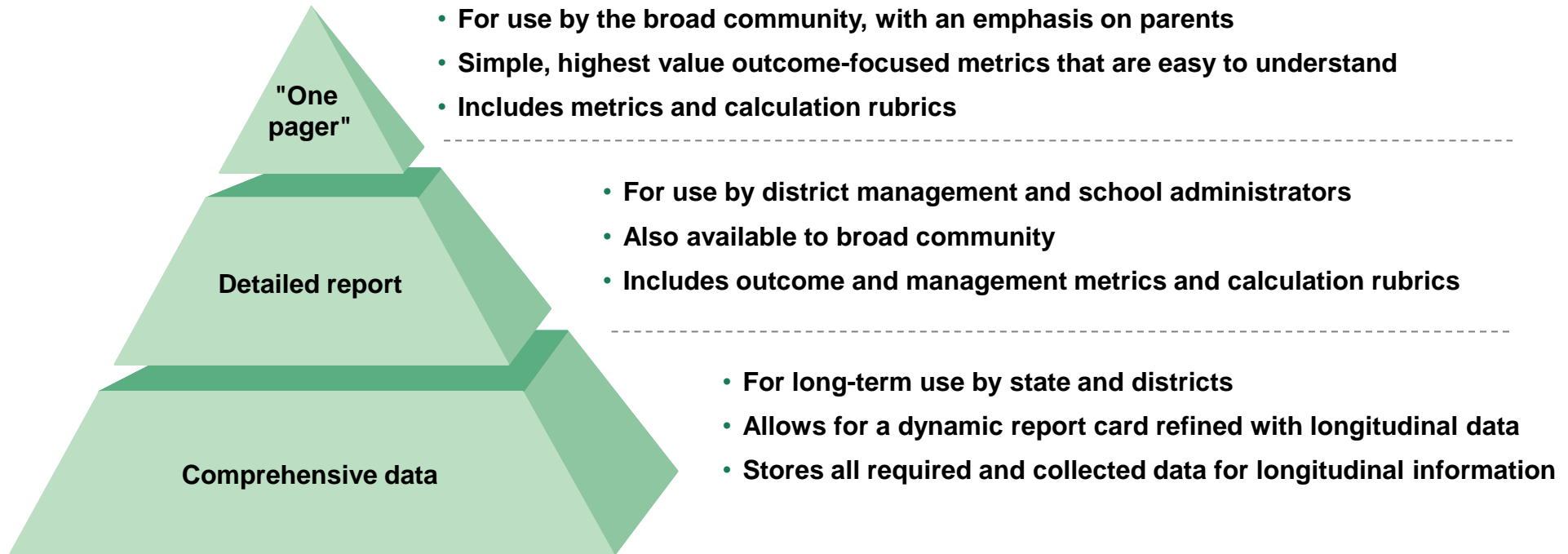| What it is	• Clear, easily understood report for all stakeholders in education community (the most important being parents) that answers guiding questions about how school, districts, and state are performing • Shows trajectory toward excellence, rather than simply a snapshot in time • A living document that evolves over time as data availability, expectations, or goals change
Why important	• Builds awareness and acceptance of common metrics that define excellence • Drives strategy at the highest level – allows for intervention and support • Holds the state, districts and schools/ principals publicly accountable • Confirms or dispels community myths about school performance
How used	• Enable parents to make informed decisions about children's education (e.g., where to live) • Serve as reporting mechanism to stakeholders other than parents (e.g., local school board) • Guide school and district strategy (e.g., school improvement plan)

Report cards are not an end goal in themselves, but rather one element of a comprehensive performance mgmt strategy

A three tier pyramid logic to be utilized for the report card

"One pager"
- For use by the broad community, with an emphasis on parents
- Simple, highest value outcome-focused metrics that are easy to understand
- Includes metrics and calculation rubrics

Detailed report
- For use by district management and school administrators
- Also available to broad community
- Includes outcome and management metrics and calculation rubrics

Comprehensive data
- For long-term use by state and districts
- Allows for a dynamic report card refined with longitudinal data
- Stores all required and collected data for longitudinal information

Project focus is on prioritizing highest value metrics around guiding questions to create simple, valuable report cards

Three deliverables for this project

Report card strategy

Vision, objectives and approach for report cards

Plan for implementation and use to improve school performance

View on report card evolution over time (process and timing)

Report cards

Three tier report cards – "one pager," detailed report, comprehensive data

Calculation rubrics supporting each metric

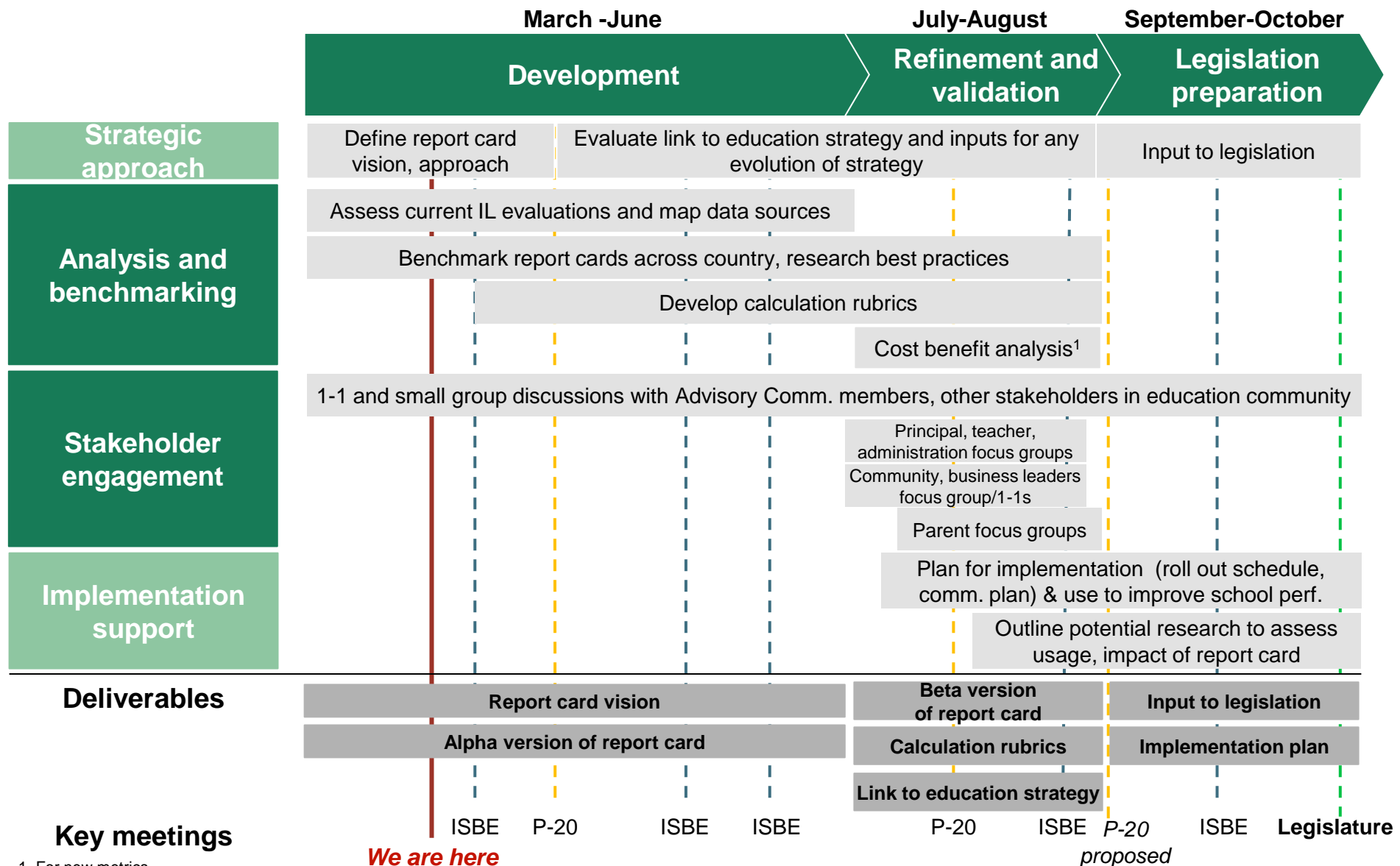**Linkage to education strategy**

Make explicit the link between report card and current education strategy

Provide inputs into evolution of next version of strategy where applicable

The team will provide input into legislation on these topics

The project proposed to be conducted in three phases extending over seven months

	March -June	July-August	September-October
	Development	**Refinement and validation**	**Legislation preparation**

Strategic approach	Define report card vision, approach	Evaluate link to education strategy and inputs for any evolution of strategy	Input to legislation
Analysis and benchmarking	Assess current IL evaluations and map data sources		
	Benchmark report cards across country, research best practices		
		Develop calculation rubrics	
		Cost benefit analysis[1]	
Stakeholder engagement	1-1 and small group discussions with Advisory Comm. members, other stakeholders in education community		
		Principal, teacher, administration focus groups	
		Community, business leaders focus group/1-1s	
		Parent focus groups	
Implementation support		Plan for implementation (roll out schedule, comm. plan) & use to improve school perf.	
		Outline potential research to assess usage, impact of report card	

Deliverables			
	Report card vision	**Beta version of report card**	**Input to legislation**
	Alpha version of report card	**Calculation rubrics**	**Implementation plan**
		Link to education strategy	

Key meetings			
	ISBE P-20 ISBE ISBE	P-20 ISBE	*P-20 proposed* ISBE **Legislature**

We are here

1. For new metrics.
110405 IL reportcard AdCom Mtg1 v1 (no appendix).pptx

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Design principles for report card

Report card...

- **Will be driven by logic of <u>three-tiered pyramid</u>**
  - Simple, highest value outcome-focused metrics that are easy to understand on "one-pager"
  - When trading off between metrics for "one pager", parents are the ultimate audience to consider

- **Can <u>evolve</u> over time as data availability, expectations, goals, etc. change over time**
  - Some metrics selected for the report may not be measurable immediately

- **Will include longitudinal data to enable <u>trend identification</u>**

- **Will provide data to make <u>comparisons</u> across similar schools, districts**

- **Will have metrics that will provide answers to a set of <u>guiding questions</u>**

Recommend aligning report cards to four guiding questions

1 **Are students achieving quality <u>outcomes</u>?**

2 **Are students making <u>progress</u> toward quality outcomes?**

3 **Is the school/ district <u>climate</u> conducive to enabling quality outcomes and progress?**

4 **What are the <u>characteristics</u> of the school/district that provide relevant context to make comparisons and understand outcomes, progress or climate?**

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Within each key question is a series of example sub-questions

Guiding questions	Example sub-questions
1 Are students achieving quality outcomes?	• Do students arrive ready to learn in kindergarten? • Were students graduating from each level prepared for the next? • Did students graduate from high school with a high-quality degree? • Were students prepared for college and work?
2 Are students making progress toward quality outcomes?	• Are students achieving growth? • Are students meeting or exceeding performance standards? • Are students on track to graduate? • How are historically under-served students performing on 3 questions above? • Did the school/ district meet "Adequate Yearly Progress" requirements?
3 Is the school/ district climate conducive to enabling quality outcomes and progress?	• How do students/ parents/ teachers perceive the school/ district climate? • To what extent are students/parents engaged in the school/ district's progress? • Is the school/ district safe? • How does the school/ district compare in its offerings of programs that create a positive climate?
4 What are the characteristics of the school/district that provide relevant context?	• What resources are available? Is it focused on gaps in outcomes or progress? • Are the schools/districts equipped with the teacher/principal and other people resources (e.g. counselors) needed to achieve outcomes and progress? • What is the demographic and economic mix of the school or district? • How does the school or district perform on attendance – student, teacher?

Benchmarking offers supporting view on guiding questions
Viewed as a starting point for discussion and looking for innovative ideas from the group

Have begun benchmarking report cards across broad range of states/cities[1]

States	Cities
South Carolina	Los Angeles
Maryland	New York City
North Carolina	Denver
Ohio	Seattle
Colorado	Chicago
Florida	Dallas

States/ cities selected based on previous BCG experience and committees' interests – can expand set as needed

1. Broader set of state benchmarks being built (OK, WA, KY, TN, AZ, MI, OR) for analysis of metrics in report card "one pager" or equivalent. CA and MA also researched, but does not appear report card information was prioritized (CA's School Accountability Report Card is approximately 13 pages and MA's NCLB Report Card is approximately 11 pages).

Benchmarking shows alignment on outcomes, progress

Cities go beyond AYP in progress measures to 'on track' and 'gains' measures

			State[1]							City[1]					
		Example metrics in each sub-question[2]	IL	SC	MD	NC	OH	CO	FL	LA	NYC	DENV	SEAT	DAL	CHI
Out-comes	Readiness	• Graduation rate • Alumni graduation rate from next level of education[3] • KG preparedness	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Progress	On track indicators	• 9th graders on track to graduate • 10th graders on track to graduate		✓	✓					✓	✓	✓	✓	✓	✓
	Performance	• % students meet/exceed state standards • SAT / ACT performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Gains	• % students meeting expected gains • % students exceeding expected gains			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Adequate Yearly Progress	• Did school meet AYP requirement? • How many AYP req'ts did school meet?	✓	✓	✓	✓	✓		✓	✓	✓ [4]	✓	✓		
	Achievement gap	• State test scores by subgroup • Gains/ progress by subgroup	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		

✓ = in report card

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Dispersion in benchmarking in 'climate' and 'context'

Cities more often communicate 'climate' vs states; 'Context' focused on students, teachers

		Example metrics in each sub-question[2]	State[1]							City[1]					
			IL	SC	MD	NC	OH	CO	FL	LA	NYC	DENV	SEAT	DAL	CHI
Climate	**Perceptions/ Engagement**	• Student/ parent/ teacher perceptions of academic rigor or school leadership • Parent involvement in school	✔[6]	✔						✔	✔	✔	✔	✔	✔
	Campus safety	• Student/ parent perceptions of safety • Number of suspensions/expulsions/etc.		✔		✔				✔	✔			✔	✔
	Programs	• Extracurricular/ before-school/ after-school programs		✔[3]								✔[4]		✔	
Context characteristics	**Finances**	• Per pupil expenditure • Average teacher salary	✔	✔	✔				✔[5]				✔		
	Students	• Enrollment • Demographics • Attendance, truancy, mobility	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	✔
	Teachers	• Number teachers; teachers by certification • Teacher attendance and turnover • Average class size, pupil: teacher ratio	✔	✔	✔	✔	✔			✔			✔[7]	✔[8]	
	Awards	• Student, faculty, school awards		✔[9]										✔	
	Mission/ goals	• Narrative of school's mission & goals	✔	✔									✔	✔	

1. Report card "one pagers" or equivalents. 2. Not exhaustive. 3. Often included in school narrative. 4. Rating based on engagement centers and center-based program offerings. 5. High, medium, low vs. other schools. 6. Covers parent involvement 7. Number of teachers and other staff. 8. Teacher attendance and % teachers retained from previous year. 9 Often included in school narrative.
Source: State and city school board websites.
110405 IL reportcard AdCom Mtg1 v1 (no appendix).pptx

✔ = *in report card*

In aligning on design principles and guiding questions, we must also be comfortable with implications for IL

IL report card to be modified to be structured around the "three tiered" pyramid logic

Report card to expand the currently limited longitudinal data[1]

Report cards would include performance comparison to relevant peers

Report cards to have bolstered coverage of 'Progress' (e.g. on-track, gains indicators)

Report cards will add coverage of 'Climate'

Extensive district finance data[2] in IL report cards will be limited to only those that provide meaningful context for outcomes, progress, climate and comparisons
- Financial information, specifically around resources availability and efficiency of use, assessed as important to include although not covered in many benchmarks

1. "Overall student performance " includes 2 years of performance data. 2. Teacher/ administrator salaries; expenditure by function; revenue by source; expenditure by fund; Equalized Assessed Valuation per Pupil; Total School Tax Rate; Instructional Expenditure per pupil; Operating Expenditure per pupil.

To enable next step of metric selection, agreed on criteria to select metrics

1

To be considered, must ensure metrics meet criteria of high-quality metrics[1]

- **Specific** – *Capable of putting boundaries around data and calculations needed*

- **Measurable (today or in future)** – *Data available or can be collected*

- **Time-bound** – *Capable of being viewed at either a point in time or over a specified range of time*

- **Reliable –** *Measurable in a relevant and statistically meaningful way either today or in near future*

- **Actionable** – *Individuals will feel accountable and empowered to "move the needle"*

- **Consistent** – *Comparable over time, at broad set of schools/ districts, and collected at adequate intervals*

- **Easy to understand** – *Easy to communicate, understand by all audiences (parents, students, teachers)*

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Will then make trade-offs between metrics and prioritize for either "1 pager" or full report

"1-pager"

- **Parents value the information**

- *In absence of parent support:*
  - **Has overwhelming evidence of importance as outcomes metric**

- **Measures unique information not captured via other metrics**

- **Communicates most comprehensive information with one metric**

Detailed report

- **School administrators and/or teachers value the information**

- *In absence of school administrator and/or teacher support:*
  - **Has overwhelming evidence of importance as management metric**

1. Metrics that do not meet criteria of high-quality metrics, but are still important for state/ district/ school records will be recommended as data to be collected in comprehensive database.

Criteria will be used to review and prioritize previously identified metrics

Suggested guiding questions	*Metrics discussed in Steering and Advisory Committee meetings*	
Are students achieving quality <u>outcomes</u>?	• Graduation rates of elementary, middle school alumni • High school graduation rates[1] • High school readiness (e.g. 8th graders taking/ passing Algebra I)	• Kindergarten readiness • College readiness • Post-secondary matriculation rates • Post-secondary remediation rates
Are students making <u>progress</u> toward quality outcomes?	• Student growth • ACT performance • Freshman on-track rate • Course-taking info (e.g. % who took Algebra II before ACT)	• AP taking/ passing rate • IB/ dual credit taking rate • NAEP performance • WorkKeys performance
Is the school/ district <u>climate</u> conducive enabling quality outcomes & progress?	• Parent involvement & parent survey • School safety & learning conditions	
What are the <u>characteristics</u> of the school/district that provide relevant context?	• Per pupil instructional expenditure[2] • Per pupil operational expenditure[2] • Enrollment and demographics • Mobility • Attendance (not truancy) • Average class size (vs. pupil: teacher ratio) • School improvement plans	• Staff by type • Teachers by certification level • Teacher evaluation metric breakdown • Teacher attendance and teacher turnover • Instructional time dedicated to core subjects

Will supplement metrics from committees via benchmarking, focus groups, other stakeholder engagement

1. Using new federally approved measure. 2.Discussed potential for other finance-related items to be placed not on "one pager," but in full report: EAV per pupil over time; school tax rate over time; education fund spending broken down by administration, instructional delivery, etc; average teacher and administrator salary/benefits; special education spending, revenue by source, breakdown of General State Aid.

Source: IL P-20 Council Advisory Committee on School Report Card minutes of 2/15/11 meeting.

Next steps

Our next Advisory Committee meeting is to be scheduled in mid May

Our next steps before that meeting:

- Incorporate feedback from today's meeting into overall vision, project approach/workplan and report card inputs

- Develop a v0.1 of the report card based on your inputs so far, benchmarking, other discussions and Steering Committee input

- Develop plan and begin following up on focus group design and preparation

For discussion next meeting:

- Prioritization of metrics of report card
- Alignment on focus group approach and plan

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